How and why? Technology and practices used by university mathematics lecturers for emergency remote teaching during the COVID-19 pandemic

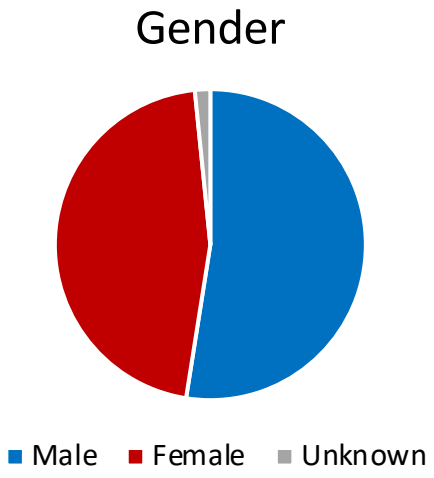
Dr. Eabhnat Ní Fhloinn and Dr. Olivia Fitzmaurice
Dublin City University / University of Limerick

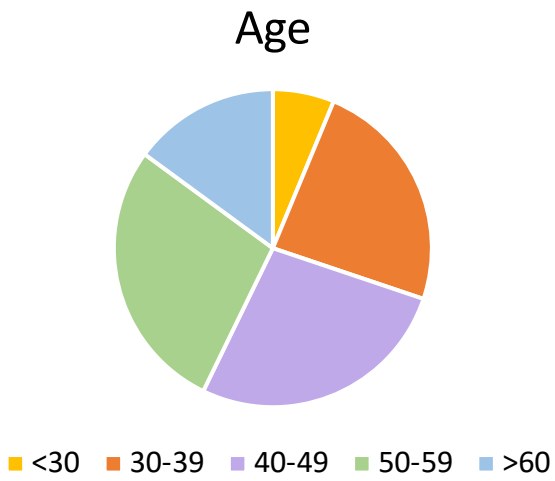
9th February 2022



Survey: May – June 2020

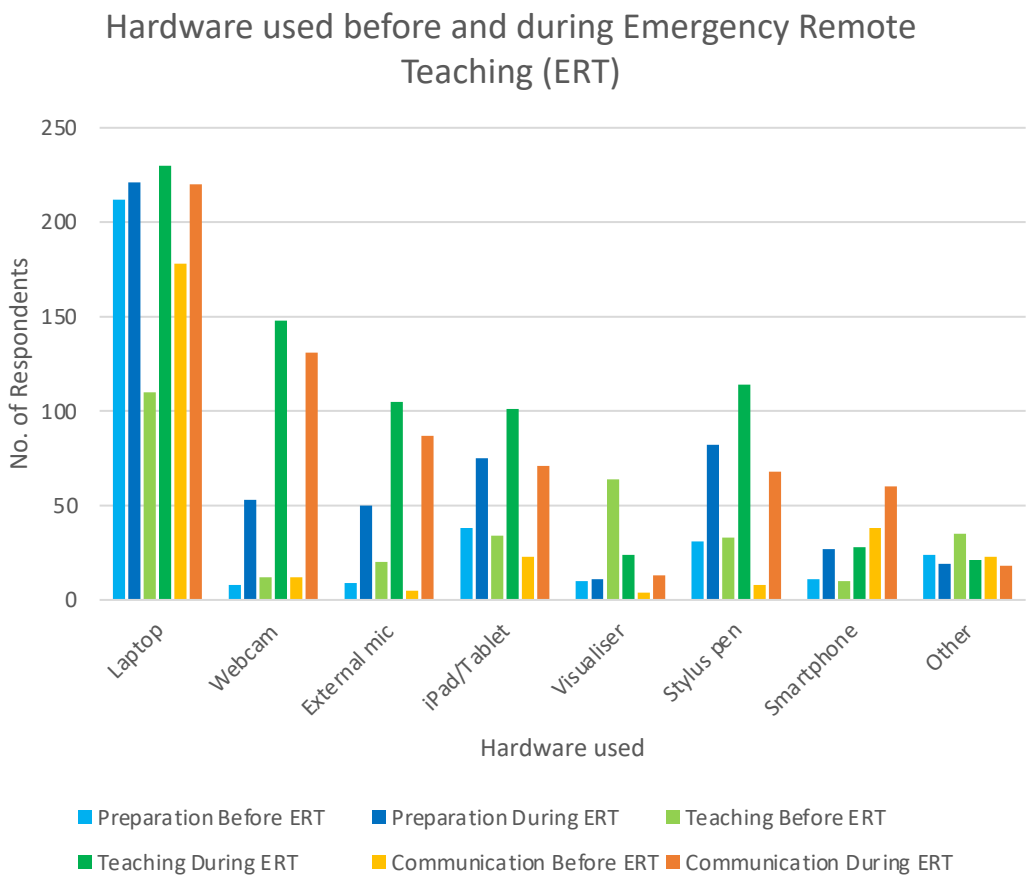
- 257 mathematics lecturers
- 29 countries (primarily Europe)

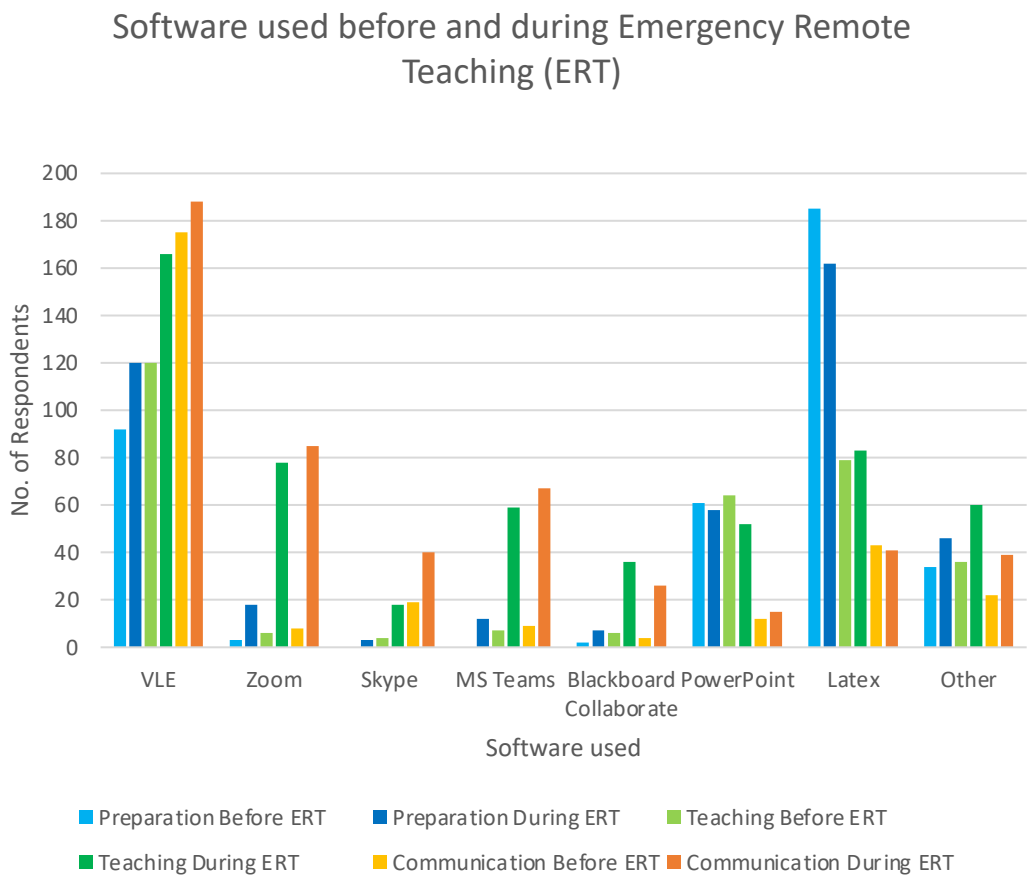




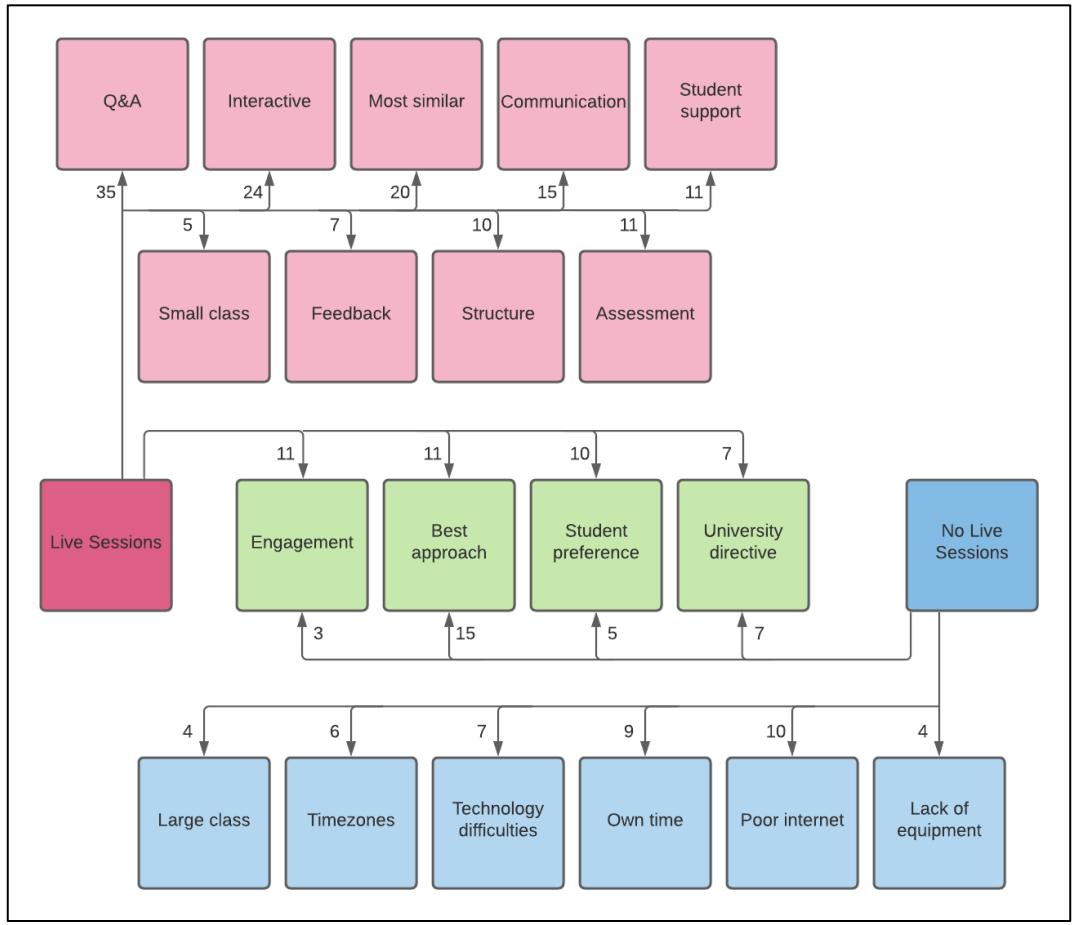
- 79.8% permanent

Hardware and Software Used





Did you give any live sessions online? Why/why not?



I believe that interactions with students are essential

The psychological impact of live sessions helped my students greatly

giving students the opportunity to ask questions

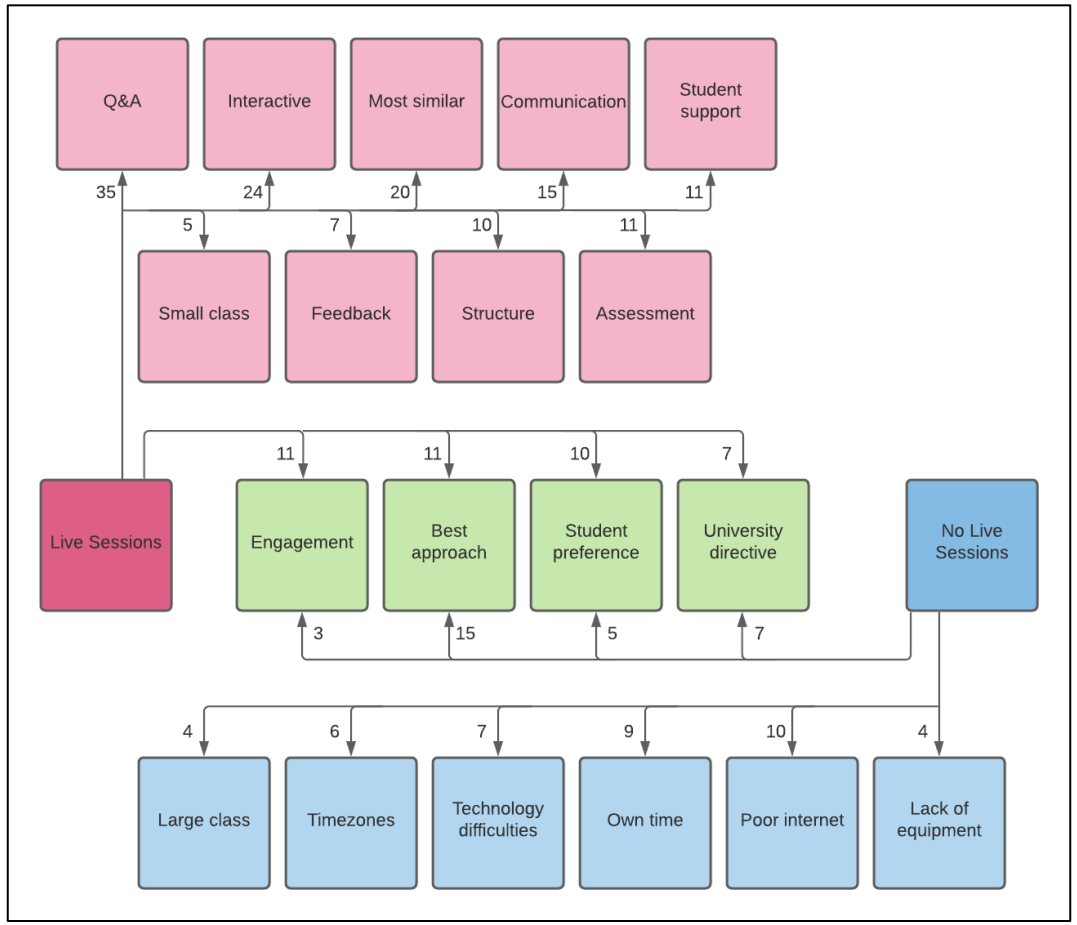
73.5% gave live online sessions

I felt it was best to try and normalize the experience as much as possible

personal communication is absolutely necessary to teach the type of material I taught for undergrads

I felt it would help students stay motivated and structure their time if there was still a schedule to follow

Did you give any live sessions online? Why/why not?



Some students had very poor internet connections, so live teaching would have disadvantaged them

The technology (tablet+mic+camera) adds sufficient extra difficulty that I do not think it would be manageable

26.5% gave no live online sessions

No great pedagogical advantage versus recorded lectures

Class is too large for live session (400 students)

I thought best…that students could participate when it suited them best. This was to try to reduce any pressure on them